TAME RIVER EDUCATIONAL TRUST

Candidate Information Pack

Classroom Teacher of English (Fixed-Term)

Mossley Hollins High School

Great schools in which to learn, teach and belong.
Welcome to Tame River Educational Trust

TAME RIVER EDUCATIONAL TRUST

Dear Candidate

Thank you for your interest in the post of Classroom Teacher of English (Fixed-Term) with Tame River Educational Trust.

Tame River Educational Trust was established in 2022, with Tameside and Clarendon Sixth Form College as our sponsor. We grew from our desire to make a significant difference to the school days and life-chances of all our young people, including and especially young people who have fewer socio-economic or prior educational advantages.

Our mission is to establish great schools in which to learn, teach and belong. Schools which promote learning, develop character, value diversity and build cultural capital. By the age of 16 we aim for every student to progress to suitably challenging post-16 studies and apprenticeships.

Each of our schools is committed to academic rigour, a spirit of enquiry, talent and character development and providing our students with a significant educational dividend.

The Trust is currently comprised of three academies: Droylsden Academy, Hyde High School and Mossley Hollins High School.

As a Trust we do so much more, and we are growing! We are an ambitious Trust in which to study and work. All our members of staff, both teaching and support staff, are dedicated, committed professionals.

We recognise that our staff are our greatest asset and our Talent and HR strategy places people at the heart of our work.

If, after reading everything about us, this sounds like a Trust you would like to work for, we would very much welcome an application from you.



Phil Wilson
Chief Executive Officer

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An Introduction to our Trust Schools

Droylsden Academy
Headteacher
Mr E Mayell

Droylsden Academy is an 11-16 Co-Educational Academy in Tameside, Greater Manchester. The Academy is currently rated 'Good' by Ofsted and serves over 900 students. The school is heavily over-subscribed and has an impressive modern building. Our staff are driven by the belief that every child should go to a great school and we believe that every child can become a great learner through politeness, hard work and honesty.

We believe that success should be measured by both academic progress and by one's contribution to our community and wider society.

Mossley Hollins High School
Headteacher
Mrs A Din

Mossley Hollins High School is an 11-16 Co-Educational Academy in Tameside, Greater Manchester. The school is currently rated 'Good' by Ofsted and serves over 900 students. The school is heavily over-subscribed and has an impressive modern building. We are a happy, academically ambitious and inclusive school and we are passionate about learning. At the heart of everything we do are our deeply held values of manners, hard work and honesty.

We believe that success should be measured both by academic progress and achievement, and also by one's personal and social development and one's contribution to our community and to society.

Hyde High School
Headteacher
Ms G Arnold

Hyde High School is an 11-16 Co-Educational Academy in Tameside, Greater Manchester. The school serves over 1200 students, is heavily over-subscribed and has an impressive modern building. We provide an engaging and inspiring educational experience that instils in our students a lifelong love of learning and respect for themselves, our community and our environment. A place where warmth, high expectations and strong values are prevalent in everything we do. A learning environment where every student can thrive and belong. Our work is under-pinned by a clear set of values **Ready, Respectful and Safe.**

We are rooted in our community, and we celebrate the diversity and uniqueness of everyone. We know that a successful school depends on a strong partnership between school and home and this shared approach is key to the individual success and happiness of every student.

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Application Procedure

For a confidential discussion on current vacancies please contact the HR Team at hr@mossleyhollins.com

To apply for the role please complete the application form – available to download from our website and return it to hr@mossleyhollins.com

In compliance with Safer Recruitment Guidelines, CVs will not be accepted.

Advertised: 9 November 2026 **Closing date for Applications:** 23 November 2026 (8:00 am)

Interview Date: Will be held as soon as possible after the closing date, following shortlisting

Shortlisted candidates will be contacted with details of the interview process. If you have not heard from us within 5 days of the closing date, please assume your application has been unsuccessful, on this occasion.

Safer Recruitment

The Tame River Educational Trust is an equal opportunities employer and welcomes applications from all sectors of the community. We are committed to protecting our students and staff and therefore have a rigorous recruitment process which includes assessing candidates' suitability to work with children. All staff will be required to hold an enhanced DBS Disclosure, with Children's Barred List Check.

Equal Opportunities

The Tame River Educational Trust believes that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in our schools have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation, religion or belief.

Tame River Educational Trust and all its schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

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Job Description

The Tame River Educational Trust and its schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Job Title:	Classroom Teacher & Form Mentor
Reporting to:	Faculty Leader & Head of Year [Progress]
Hours & Salary	Paid according to the National teacher pay scales. 0.4FTE, fixed term until 31 August 2027
Role Overview	Mossley Hollins High School has nearly 900 students divided into 5 Year Groups. Our Classroom Teachers are specialists in their Faculty and subject area. We give direct leadership responsibility and opportunity to teams of staff of an area of school, led by a Senior Leader, Faculty Leader and Head of Year (Progress). This post provides classroom teaching within one main, specialist subject, including acting as a Form Mentor for a group of approximately 30 pupils. This job description is written at a specific time and is subject to change as the demands of the school and the role develops. The role requires flexibility and adaptability and employees of the school need to be aware that they may be asked to perform tasks and be given responsibilities not detailed in this job description.
Child Protection and Safeguarding:	The successful candidate must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. It is the post holder's responsibility for promoting and safeguarding the welfare of children. You will comply with Child Protection and Safeguarding Policies, and the requirement to report to the Designated Safeguarding Lead any concerns relating to the safety or welfare of children.
Main duties and responsibilities:	This job description is additional to the basic duties outlined in the latest School Teachers' Pay and Conditions Document and the Teacher Standards, in accordance with the school's policies and under the direction of the Headteacher. A summary of the key accountabilities is included below. **Teaching, Curriculum, Literacy and Behaviour (The Teacher Gold Standard, Strands 1, 2, 4 and 5)** • Teach in line with policy and towards the Teacher Gold Standard (TGS) • Plan work in accordance with the school and faculty curriculum intent. • Plan in accordance with the subject's schemes of work, the requirements of the curriculum and syllabus, and in line with Strand 4 (*Plan Well in the Curriculum*) of the TGS. • Liaise with relevant 'expert' colleagues on the planning of units of work for effective collaborative delivery. • Teach literacy (and numeracy) as part of your subject, within the requirements of our '*Power of Language Strategy'[POLS],* (Strand 5 of the TGS) • Work in collaboration with Curriculum Tutors/Teaching Assistants where attached to any teaching group.

- Take account of pupils' prior levels of attainment and build on prior learning to meet agreed academic targets.
- Set work for students absent from school for health or disciplinary reasons or who are in our On Board Centre/Head of Year Hub.
- Set work during planned periods of your own absence from school.
- Set extremely high standards for pupils' behaviour and attitudes to learning by establishing a purposeful, warm-strict working atmosphere in your classroom in accordance with the school's Behaviour and Teaching & Learning Policies and to the TGS Strand 1 '*Being in Charge of your Class and Form'*.
- Stretch all pupils, with a focus on the least advantaged (FSM or in care) , those with additional needs and the most able.
- Set appropriate and demanding expectations for pupils' learning, motivation and presentation of work.
- Be a consistently good or better teacher to a high GCSE standard (please see the teacher standards, the Teaching, Learning & Marking Policy and the TGS).
- Be mindful of your workload and seek remedial support from your line-manager should it be proving unmanageable.

Assessment, Recording and Reporting (the Teacher Gold Standard, Strand 3)

- Maintain notes and plans of lessons undertaken and of students' work and progress.
- Mark, monitor and return work in line with school policy, the TGS Strand 3 '*Assessing Well'* and on time, providing constructive oral and written feedback and clear targets for future learning as appropriate to which pupils respond.
- Prepare for and undertake assessments in line with school policy, the TGS Strand 3 and the assessment and reporting calendar.
- Use such assessment to plan and teach well, providing the correct match of activities that demand progressively more of each student to ensure the strong progress of all individuals in all groups.
- Complete reports in line with policy and as specified in the published calendar.
- Attend parents' evenings, consulting with parents/carers over the progress, next steps and learner attitudes of their child(ren).
- Follow the Code of Practice for identification and assessment of Special Educational Needs, keep appropriate records for SEND pupils and for those in care and reasonably adjust teaching as required by any individual education plan.
- Be mindful of your workload and seek remedial support from your line-manager should it be proving unmanageable.

Professional Standards and Professional Contribution (The Teacher Gold Standard, Strand 6)

- Teach to a consistently good or better standard in line with the teacher standards, our Teaching, Learning & Marking Policy and the Teacher Gold Standard.
- Support the values of the school: manners, hard work, honesty and success
- Take responsibility for your own professional development and further improve the quality of your teaching, through staff training, practice, acting on feedback and professional development.

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- Undertake and contribute to on-going training in our Professional Development Pathway (such as: our Programme 1 - Early Careers' Framework; Programme 2 - Teacher Gold Standard; Programme 3 – The Highly Effective Teacher or Programme 4 – the Master's in Expert Teaching).
- Treat all members of the community, colleagues and students, with respect and consideration.
- Treat all students fairly, consistently and without prejudice using warmth and strictness.
- Set an excellent example to students in terms of appropriate dress, standards of punctuality and attendance, in line with the school's high standards.
- Attend school events as required.
- Take pride in all you do and allow pupils to do the same.
- Contribute to creative thinking and the best ideas for subject, faculty, pastoral and school improvement.
- Reflect on your own practice as well as the practices of the school with the aim of improving all that we do.
- Read and adhere to the various policies & priorities of the school as expressed in the School Improvement Plan, the staff handbook and Faculty Action Plans.
- Read and adhere to the mission and core educational purposes of the Tame River Educational Trust.
- Participate in the management of school by attending various team and staff meetings, and by making valuable and constructive contributions.
- Undertake duties as required.
- Ensure that all deadlines are met, as published in the school calendar.
- Undertake additional professional duties that may be reasonably assigned to you by the Headteacher, Year Head or Faculty Leader.
- Be proactive and take responsibility for matters which secure health and safety.
- Be protective of your own well-being, work-life balance and that of others, seeking support at the earliest opportunity should you consider this necessary.

Pupil Development

- Ensure the safety and well-being of all pupils in your charge, including in relation to all matters concerning Child Protection and Safeguarding.
- Undertake the responsibility for a form group as part of one year group as required
- Be the first point of contact for pupils and parents of pupils in your form group.
- Teach Life Skills, as required, teaching it to the Teacher Gold Standard.
- Monitor (and set targets for) the personal, social and academic progress of individuals in your Form.
- Ensure excellent attendance, punctuality and behaviour from all in your Form.
- Promote and develop Student Character as part of our Character Pillar Programme.
- Make a positive contribution to the wider life and ethos of the school

General

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	• To safeguard all students, promoting their safety, health, and welfare in accordance with school policy, both on the school premises and on school activities elsewhere. • To follow and uphold all school policies and be an excellent ambassador for the Trust and Mossley Hollins High School. • To have a responsible and diplomatic approach to matters of a confidential nature. • To ensure awareness of what is happening in and around the school; checking and responding, where necessary, to school emails regularly and at least once every school day. • To develop yourself through engaging with CPD, including ICT training, in order to maximise effective use of all school systems. • To undertake any other duties that might be reasonably requested, by the Headteacher, Curriculum Leader, Line Manager, or any other member of the leadership team. Any request will correspond with the general character of the post and are commensurate with the level of responsibility. • To attend Open Evenings and other school events, outside of the normal school day, and to play an active part in the school community.
Health and Safety:	The post holder must, at all times, work within the requirement of the Health and Safety at Work Act 1974, current Health and Safety legislation and the School's and LEA's policies and procedures. The postholder is responsible for their own Health and Safety, as well as that of their colleagues. All Trust schools are non-smoking sites.

General:	This job description may be reviewed at the end of each academic year or earlier if necessary. In addition, it may be amended at any time in consultation with the post holder. The post holder will be expected to participate in the Academy's appraisal programme and to participate in appropriate staff training and development activities.

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Person Specification

	Essential	Desirable	Method of assessment
Qualifications	• A good honours degree in a relevant subject • PGCE (Secondary) in a relevant subject, or equivalent • QTS Status	• Evidence of continuous professional development and training	• Production of the Applicant's original certificates
Experience	• Experience of teaching students in the relevant age range	• Evidence of contributing to co-curricular of a faculty or enthusiasm for a chosen co-curricular opportunity • Evidence of teaching experience beyond PGCE • Evidence of results achieved at GCSE	• Contents of the application form. • Interview • Professional references
Skills and Knowledge	• Excellent subject knowledge • An ability to deliver creative and engaging lessons • Up to date knowledge of child welfare issues • Excellent classroom management • Excellent organisational skills • Excellent command of English both spoken and written • Excellent interpersonal skills • Ability to use ICT as a teaching tool and for administrative purposes	• Clean Driving Licence	• Contents of the application form • Interview • Professional references

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Personal competencies and qualities	• Passion for helping children and young people learn • Trustworthiness and integrity • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Ability to engender confidence in young people • A warm, friendly, and patient manner • Ability to build positive relationships with all pupils that allow them to achieve to their highest potential • Discipline and time management skills • A belief in the value of others • A willingness to learn new skills and approaches and to share experiences with others • A sense of humour • Willingness to contribute to the extra-curricular work of the faculty		• Contents of the application form • Interview • Professional references

Employee Acknowledgement

I have received a copy of my job description.

I have read and understand the duties of my job.

I confirm that I can fulfil the requirements of the role of Classroom Teacher & Form Mentor

Signed: ……

Date: ……